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ABSTRACT

Team teaching consists of four major types of teams emerging in the public school staffing patterns: (a) interdisciplinary groupings of teachers with diversified specialties; (b) groupings of teachers with instructional aides, paraprofessionals, and volunteers; (c) teams focusing on specific subject matter areas and related curriculum development endeavors; and (d) groupings of teachers and other specialized auxiliary personnel. This annotated bibliography reviews selected literature focusing on the various aspects of team teaching in the public schools. Twenty-eight citations are listed in alphabetical order. (MJM)

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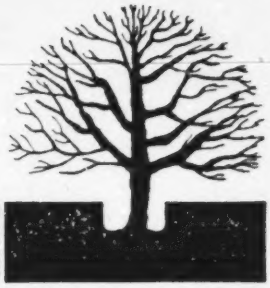

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NEW DIMENSIONS FOR TEAM TEACHING

Team teaching is an innovation which has been talked about greatly since the late 1950's. It is an important beginning step towards differentiated staffing programs in public schools. Often team teaching has failed to be more than "turn teaching." For the potential of team teaching to be achieved, more development and follow-through is required from teaching staffs cooperatively working together to improve instructional programs.

It should be emphasized that there are several different types of "teams" emerging in public school staffing patterns. Major categories include the following:

1. Teams consisting of inter-disciplinary groupings of teachers with diversified specialties;
2. Teams involving teachers with instructional aides, paraprofessionals, and volunteers;
3. Teams focusing on specific subject matter area and related curriculum development endeavors--such as math, science, language arts, or social studies, etc.; and
4. Teams consisting of teachers and other specialized auxiliary personnel providing psychological, diagnostic, and/or curriculum assistance.

Differentiated staffing focuses on development of this variety of teams or combinations thereof. A major objective of new staffing patterns is to utilize a broader range of educational personnel for more effective instruction. Administrators, teachers, specialists, aides and volunteers need to learn how to work effectively together as cooperative teams to utilize their manpower more efficiently. For far too long, education has operated with teachers working in isolation from other adults in self-contained classrooms. New programs need to be developed so as to enable teachers to learn how to work effectively with other adults in a variety of professional capacities.

The resource material cited in this annotated bibliography is intended to assist teaching staffs attempting to improve their working relationships with each other in the formation of smooth operating instructional teams for the benefit of learners. This annotated bibliography reviews selected literature focusing on varying aspects of teaming in public schools.

Special appreciation is extended to Ellen Meyers and Jeanine White, who have located and reviewed the items contained in this annotated bibloography. Their work has been most instrumental in producing this reference document. Additional appreciation is extended to Paula Morrelli, Project Associate, for her efforts in helping edit the bibliography and annotation information. The typing and collating efforts of Susan Gabbs, Paulette Sokolow, and Barbara Wylie provided valuable support. Without the assistance of these people, this publication would not have been possible.

Copies of items in this annotated bibliography, as well as other references, are available for your review at the Marin County Schools Office. The starred items are especiall recommended. Also available are annotated bibliographies on Teacher Aides, Differentiated Staffing--An Addendum, School Volunteers and Individualizing Instruction. Please feel free to contact us if we may assist you in exploring these references further.

Hollis H. Moore, Director
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Education Professions Development Act

A SELECTED ANNOTATED BIBLIOGRAPHY

TEAM TEACHING

1. Anderson, Robert H. "How the Organization Can Make the School More Humanistic." National Elementary Principal. January 1970. 8 pages.

   This article covers the following subjects: non-graded approaches, team teaching rationale, grouping pupils temporarily, teaching by machines, and interaction involving adults with adults, adults with children, and children with children. Toward the end of the article, Anderson cites five requirements for an effective team teaching situation:

   1. the team should determine the overall and daily objectives of its members,
   2. daily plans of each teacher should be discussed with other members of the team,
   3. teachers should be observed by other teachers,
   4. evaluation should follow observation, and
   5. there should be frequent meetings to discuss the students involved.

*2. Bair, Medill and Richard G. Woodward. Team Teaching in Action. Boston: Houghton Mifflin Company. 1964. 229 pages. (This book may be ordered from the Houghton Mifflin Company, 53 West 43 Street, New York, New York 10036, or 777 California Avenue, Palo Alto, California 94304.)

   Bair and Woodward deal with the concept of team teaching in depth. The introduction included a rationale for team teaching which explains its benefits and relevance to educational purposes. The book also attempts to define the characteristics of team teaching. A comparison of three schools involved with team teaching is made, emphasizing classroom area and set up. Other concepts discussed are: new careers and changing roles for teachers, aides, and principals; the planning that goes into a team-teaching situation as well as its implementation in different subject areas; large group and individualized instruction; and financing team teaching with evaluation of team teaching as an instructional methodology.

*3. Bank Street College of Education for the U.S. Office of Education. A Learning Team: Teacher and Auxiliary. 1969. 163 pages. (This publication may be ordered from the Bureau of Educational Personnel Development, Public Information Officer, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C., 20202.)

This report discusses the overall purpose of team training, what needs to be learned, specific training objectives, and differentiated competencies. Gives a taxonomy of staff development activities and discusses training objectives and possible procedures for achieving those objectives.

*4. Beggs, David W., III, ed. Team Teaching: Bold New Adventure. Bloomington, Indiana: Indiana University Press. 1964. 192 pages. (This book may be ordered from the Indiana University Press, 19th and Morton Streets, Bloomington, Indiana 47401.)

In his book, Beggs has compiled the writings concerning team teaching of various school administrators and teachers. Discussed are the fundamental considerations for team teaching: how team teaching fits into the elementary, junior high, and high schools; and procedures for initiating and evaluating team teaching programs. Included are two accounts of team teaching, one given by a teacher and the other given by an administrator. A bibliography is also provided.

5. Capps, Gene T. "Humanities-Science: A Natural for Team Teaching." Clearing House. February 1971. 3 pages.

Mr. Capps incorporated his own ideas of team teaching and flexibility of structure in the school to put together what he considers to be an ideal learning situation. He deals with topics such as, "classroom without walls," broadening the classroom "beyond its structural walls," eliminationg the segmenting of classes into blocks when subjects should be interrelated, making education relevant to the students, and dealing with the sensitivity of the students. When these concepts, and the realization that the teachers themselves also have to change, become a part of the school system or classroom, then, according to Capps, educators will be providing a "total experience in learning."

*6. Carpenter, Charles C., and Arthur C. Thayer. "Design for Team Teaching." Instructor. May 1968. 12 pages.

This article deals with the practices of several teachers teaming at the Banyan Elementary School in Newbury Park, California. Topics that are covered include: problems the teachers have encountered in their attempts to innovate, the goals of the school, planning for large group and individualized instruction, utilization of volunteers and paraprofessionals, an evaluation of the program and how the team operates, scheduling, handling materials, and the physical design of the school. Each subject taught at Banyan is considered separately, with an explanation of how the teachers work together and alone.

7. Davis, Russell C., Jr. "Teacher Assessment of Team Teaching." The Science Teacher. December 1966. 2 pages.

A survey of 72 teachers taken from 15 public schools in the Northeastern United States that have a team teaching program. Two types of team teaching are explained: the subject-matter teaching designed to instruct a group of pupils in a given subject, and a class team, which consists of a group of teachers who get together to discuss the progress and problems of the individual students across subject-matter lines. Large group instruction, flexible scheduling, team leaders, and planning time are discussed. Use of audio-visual techniques results in a better teaching situation. Teachers can benefit from the suggestions of other team members, and the fact that, "a team of teachers must never lose sight of their primary task, the education of pupils," was brought out. The conclusion of the article is that, "a team-teaching program in which teachers appear most satisfied is one developed by teachers, because they can visualize a need for such a program."

*8. Enzmann, Arthur M. "Developing New Teaching Teams." Childhood Education. December 1970. 3 pages.

Three types of team teaching utilizing volunteers are discussed: involving teams of two or more teachers working together; teams utilizing a variety of professionals who are not engaged in education, and teams including resource people and the community. Three innovative programs in Detroit, Michigan, are cited. The first one is the Detroit Project Follow Through, which dealt with the development of teaching teams, and provided pre- and in-service education programs for teachers. The faculty involved realized that they had to design the curriculum themselves and not just implement what had previously been designed. Individual responsibilities were assessed by the members, taking into account role clarification. Characteristics of a team that worked together successfully included a joint effort in choosing new teaching materials, the placement of the students into different classroom teams, developing instructional patterns for teaching, parent and community involvement, and an understanding of the contributions to be made by the team members. Head Start and Parent-Care Centers comprised the remaining two innovative programs. The necessity of the realization that change must exist, and the willingness to implement it, are the major components of innovation.

*9. Funaro, George J. "Team Teaching: The Danger and the Promise." Clearing House. March 1969. 3 pages.

If each child and teacher in a school is not considered unique, and if they are still affected by permanent time schedules, then there is a definite need to change that existing pattern to team teaching. Once the need for a change is realized, the following steps should be taken:

1. a decision by the faculty as to whether or not team teaching could be the answer to the existing problems in the school,
2. if team teaching is a conceivable alternative, then there should be gradual change,
3. effective staff utilization, incorporating clerical workers into the system to alleviate some of the teachers' work, allowing teachers to function in the situation in which they feel most comfortable, including a teacher who works best in the conventional classroom to remain in one,
4. the teachers themselves should make the decisions pertinent to curriculum planning, scheduling, and grouping the students,
5. the concept of the teacher as the all-knowing being should give way to that of motivator, and it should be realized that teachers and students can learn together,
6. individualization should occur so that the curriculum is designed for the student, and not the other way around,
7. the role of the principal should be understood to be a "promoter and coordinator of instruction," whereby he views the various teams together as a whole,
8. evaluation of all teachers by fellow teachers should exist, and
9. communication among the teachers should be a definite prerequisite as well as an outgrowth of team teaching.

When all of this takes place, then the promise of an adequate teaching-learning atmosphere can exist.

10. Gaskell, William and Jack Sheridan. "Team Teaching and the Social Studies in the Elementary School." Elementary School Journal. February 1968. 5 pages.

Utilizing team teaching, an innovative social studies curriculum was devised at the Hebeler School, part of the Central Washington State College Campus. The point

was raised that it is advantageous to have a self-contained classroom (because in that way the teacher can get to know his students very well), as well as a departmentalized plan (because of the greater knowledge of the subject matter by the teacher). Incorporating these two practices would make for an optimum teaching and learning situation. The shortcomings of a purely traditional approach to teaching are discussed--for example, in a departmentalized program the teachers work with so many pupils that it is extremely difficult, if not impossible, to get to know each student. At the Hebeler School, groups were arranged on the basis of two assignments done by the students, and they were all dealt with as deemed necessary by the teacher. In this way, the teaming within a designated subject area allowed for the students to move at their own pace. The necessity for adequate planning in a teaming situation was explained.

*11. Glenn, Edward E. "Plan Ahead for Team Teaching." American School Board Journal. June 1967. 4 pages.

This article attempted to outline plans for organizing a team-teaching structure. Team teaching was defined as an organization in which two or more teachers share in planning, executing, and evaluating the learning opportunities for a specified group of pupils. Emphasis is on flexible scheduling, non-graded study, pupil responsibility for his own learning and critical and creative thinking, all of which were discussed in this article. Organization for personnel and their responsibilities were outlined, which included: school principal, team leaders, teachers to cooperatively plan the program, and clerical aides to perform many of the non-teaching duties of the teacher. Also outlines was the organization of teachers into four teams with a hierarchial team leader. It was found that the teachers made most of the decisions, the teacher-principal repations changed, and that in order for team teaching to work considerable understanding and communication was necessary.

12. Goldman, Harvey. "The Nature of Curricular Relevance." Educational Leadership. February 1970. 5 pages.

Mr. Goldman explains the necessity of having a curriculum that is relevant to the students' needs and interests. Because change in necessary, the main point of the article is that change can best be implemented in a school utilizing team teaching. To make the curriculum meaningful to the students, teachers need planning time during the school day. Large group, small group, and individualized instruction can provide arrangements for teachers to have some time apart from teaching. Also, because the interests of students are so varied, no one teacher can

supply all his students with a very wide array of knowledge. To provide more relevant instructional programs, integration of personal and professional skills into smoothly functioning terms is the answer.

*13. Greenleaf, W. T. "The Walls Come Tumbling Down." American Education. March 1967. 1 page.

The concept behind team teaching is explained by comparing it to what goes on in a traditional classroom setting. For example, in a self-contained classroom setting, where one teacher teaches all subjects to all students, the fact that some teachers deal better with a certain subject matter or type of student is inhired. This is not the case in a team teaching environment, which "takes advantage of teachers' differing abilities and tailors instruction to students as individuals." Different arrangments and possibilities are cited for setting up a team-teaching classroom. The nongraded class, and classroom without walls, are also discussed. The Weber County School District in Utah has been experimenting with team-teaching since 1957, and is developing the Exemplary Center for Team Teaching where the results of the years of experimentation will be made known.

14. Hollaway, Otto. "Problem-Centered Team Teaching." Educational Leadership. December 1970. 3 pages.

As a cure to many of the inadequacies in a school system, Mr. Hollaway proposes his concept of "problem-centered team teaching." Some of the characteristics of this concept are to educate the total child "intellectually, socially, emotionally, and physically," to provide a "large range and variety of learning situations operating in the classroom simultaneously," and for the teachers to "come to know each student as a distinct person." The team teaching approach allows for specialization in various subject matters, and for teachers to help one another so that they can all acquire knowledge in a variety of areas. Ideas for effective implementation of problem-centered team teaching at the elementary and secondary levels are explored and how the teachers involved are provided with the opportunities to improve is also considered.

*15. Kohl, Herbert. "The Mini-School Revisited." Grade Teacher. March 1970. 3 pages.

The school-within-a-school concept, with teachers cooperatively working to make it successful, is discussed by Mr. Kohl. Bi-weekly meetings to discuss individual students' problems and teaching problems were arranged by the faculty of his innovative school, Other Ways, in Berkeley, California. Problems that commonly arise at the beginning of a team teaching situation were also

explained, such as "sharing materials, exchanging information about students, learning about each other's strengths and weaknesses, and most important, learning how to criticize each other without creating personal animosity."

16. Kuhn, Jeanette M. "Teamwork." Educational Leadership. January 1971. 3 pages.

Teamwork, according to Kuhn, is a definite factor for success. The idea that teamwork is necessary to conquer "some of the ills of education" is explained, as the team provides "more opportunity for individual progression" among learners. As an example, the Harlem District in Illinois, where each member of the teaching team could pursue his own interests in his own teaching style, is cited. It was felt that the "team effort can more effectively accomplish the goal of helping each learner meet his own individual potential." The need for educational leaders to identify problems in a school system and facilitate a situation whereby teams can effectively work together is explained also.

. Languis, Marlin L., Lorren L. Stull, and James E. Kerber. "Teaming: Innovation in Teacher Education." Educational Leadership. May 1969. 4 pages.

The problems that teachers face in the classroom because of inadequate training in their own education are discussed. Suggestions are made to remedy this problem, such as: providing for more supervision for student teachers, widening their exposure to different types of communities, and involving practicing professionals in the learning experience of the future teachers. The Middle Elementary Teaching Team (METT) was originated at Ohio State University to help solve these problems, as well as to emphasize teamwork. "Public school teachers, principals, and supervisor ypersonnel together with university faculty, meet regularly and function as a clinical teacher education team, sharing responsibility for the design, guidance, implementation, and evaluation of the program." Working in trial teams to prepare the students involved in the METT program for choosing a team once they are teaching is another component of the program. Students are required to student teach in both inner-city and outer-city schools.

The purpose of teaming is explained in the article. It states that teaming provides teachers with the opportunity to be leaders in the subject matter they know best as well as being in a supportive role when dealing with other subjects. Time for planning can be incorporated into the school day, greater development of one particular skill as well as exposure to others, and a reduction of the pupil-teacher ratio result because of team teaching.

18. MacBeth, Edwin W. "How to Field a Winning Teaching Team." Grade Teacher. May/June 1966. 3 pages.

This article was written by the former principal of the Dundee Team Teaching School in Greenwich, Connecticut, to explain some of the difficulties the teachers experienced while innovating. The necessity for role definitions and specifically-defined duties is explained. Ways to insure unity in the program are discussed, with an emphasis on the need for effective communication fostered by group dynamics team training among the teachers.

19. Meiskin, Milton. "Cooperative Teaching in the Elementary School." Education. April/May 1968. 3 pages.

This article gives us the example of an elementary school that experimented with an informal cooperative two-member team teaching structure. The facilities at Central School in Mamaroneck, New York, were such that a large room could be divided by a partition with 25 students and one teacher in each room, or could be undivided with 50 students and two teachers. Ideas for team teaching reading, math, and social studies are cited. With more than one teacher in the room, different reading groups can function simultaneously; while one teacher deals with three reading groups, the other teacher can go around to the groups reinforcing skills. The favorable reactions that the students and teachers had to the new set-up
The teachers felt that a greater variety of activities can go on at the same time and an atmosphere of greater creativity can exist.

*20. Meyer, James A. "Teaming A First Step for Interdisciplinary Teaching." Clearing House. March 1969. 5 pages.

The basic theme of this article is the potential of team teaching to be the essential factor in changing interdisciplinary teaching from theory to fact. It is explained how team teaching will improve the quality and individualization of instruction and provide a more flexible organization in terms of students, staff, time, and curriculum. Also, statistics showing the growing acceptance of team teaching are presented, as well as a list of assumptions related to students, teachers, and administrators involved in a team teaching program. Reasons for the need for experimentation and expansion of the team approach are stated, while the importance of it is emphasized. The idea of subject-matter specialists pooling their talents to benefit both staff and students is shown to be one encouraging prospect within an interdisciplinary team, proving the strong role that cooperative teaching can play in the reorganization of schools.

21. "Millbrae School." Grade Teacher. May/June 1968. 4 pages.

The staff of Millbrae School, California, argues that it has established a structure designed to help teachers and students work together in more flexible ways. The key to the K-6 school is open space, which is conducive to greater communication between teachers and pupils, team-teaching, cross-grading, and flexible grouping. The teachers are divided into two main teams according to grade l s. Sub-teams of two or three teachers also operate, especailly in areas such as methematics, science, and social studies where there are usually large groups. A schedule of a typical day is i luded, which provides time for teacher planning. Planning takes place before and after school hours, and each teacher has his own files and desk in a teachers' work area. There are also large and small conferen e rooms for meetings and a special place for instructional materials.

*22. Olsen, Carl O., Jr. "Teaching Team in the Elementary School." Education. April/May 1968. 5 pages.

Since many times the idea of team teaching is misunderstood or incorrectly labeled, the purpose of this article is to present some of the factors that must be considered by teachers contemplating team teaching. Team teaching is defined as being as ". . . instructional situation where two or more teachers, possessing complementary teaching skills, cooperatively plan and implement the instruction for a single group of students, using flexible grouping to meet the particular needs of the students." It is necessary that the teachers involved in a team come together with a similar definition of the concept. This article stresses the importance of a poiitive attitude of the school principle toward team teaching, the need for daily planning, and compatability of team teachers in building a successful team. "Team teachers should possess complementary backgrounds and teaching skills," and must believe strongly in what they are doing. A team leader is necessary, as are aides and clerical help to alleviate some of the work load of teachers. Scheduling methods, curriculum development, student evaluations, and the choosing of instructional materials, should be a team effort. The elements required for proper function and flexibility of an effective team are grought out, as well as the need for a new attitude toward the flexible use of time and space in a classroom, and flexibility to allow for different ways of teaching. "The secret of successful team teaching is intelligent selection of teachers and adequate daily planning."

*23. Phillips, Edward L. "Team Teaching: Where Do We Begin?" Clearing House. March 1969. 2 pages.

The purpose of this article is to assist novice teachers in the building of a team teaching program. To help make

teaching more flexible and interesting to both teachers and students, the author suggests that there be a master teacher for each curriculum unit accompanied by other teachers on the team to become the resources and helpers. Twelve points concerning the numerous functions of the helper-teacher are mentioned, followed by the plan of attack. Important points include: the gathering of resources, the use of audiovisual aids, discussion and criticisms, a mutual decision concerning a grading system, and at the conclusion of each unit the master teacher should prepare a self-evaluation form that is to be used as a guide for the following year. With team teaching, planning plays an essential role. Outlining the entire year on paper assists in planning efforts. Team teaching requires almost equal time planning and teaching, as compared to the regular classroom situation where 90% of a teacher's time is spent teaching and only 10% planning. Smooth interaction between team members is essential to successful teaming.

24. Reams, David, and T. J. Bleier. "Developing Team Teaching in Physical Education." National Association of Secondary School Principals Bulletin. November 1969. 10 pages.

In this article two participating staff members describe their program, with hopes to encourage others to consider reorganizing their curriculum in P.E. A definition of team teaching is stated as an effort to improve instruction by reorganzzation of the teaching staff so that two or more people can work together for all or a significant part of the pupils' instruction. Three factors concerning the program were discussed:

1. Units of Instruction. Although sometimes presented in large groups, in many cases small group instruction is necessary and more effective.
2. Length of Time for Mastery of the Skill Taught.
3. Ability to Understand the Sport.

Eight advantages for team teaching and improvement of the total program are given, and new concepts and techniques concerning the effectiveness of team teaching which are different from the traditional approach are discussed. Teacher duties are outlined, and six approaches (as used in the Dade County Public Schools, Miami, Florida) which could serve as a foundation for program development conclude the article.

*25. Shawver, David E. "Team Teaching: How Successful Is It?" Clearing House. September 1968. 6 pages.

The article is concerned with the most favorable ways of utilizing a teacher's time and incorporating non-certified

clerical workers into a school system to alleviate some of the work load of the teachers. How team teaching has helped the students educationally, and the need for planning to make the team teaching situation successful, are discussed. How independent study, large group and small group instruction together allow for an optimum learning situation is explored. Team teaching can be a success if it is carried out in enough detail.

*26. Strom, Robert D. "Educating Teachers for Collaboration." Educational Leadership. January 1971. 3 pages.

The article presents the problem that, at a time in education when the focus is on shared responsibility in teaching, teachers are still being educated on the basis of a competitive, individualistic pattern. The result of this is that teachers do not see themselves as part of a group and find it difficult to succeed in a team-teaching situation. The sharing of responsibility should be a definite part of all teacher training programs. The benefits of collaboration are explained as ". . . working together, people can accomplish what individually has been shown to be impossible." Also, collaboration is necessary for organizational change. The concept of power in numbers is explored, and it is concluded that knowledge in itself is not power, but cohesion with mutual purpose is.

27. Wilder, Louise and Raymond K. Jung. "A Team Teaching Approach to Student Teaching." Peabody Journal of Education. September 1969. 4 pages.

This article is a personal account by a student teacher supervisor concerning a new approach to the supervision of student teachers. The supervisor decided to implement a cooperative team teaching approach, breaking away from the traditional pattern. The student teacher was allowed to participate with the planning. Different grouping criteria were set up: reading groups according to achievement, arithmetic instruction formed on the basis of needs as determined by daily evaluations and observations, language arts instruction on the basis of achievement levels, and needs revealed by diagnostic evaluation and daily lessons. It was found that much more time was devoted to planning and evaluative sessions in a team teaching situation than in a traditional student teaching program. To be a successful program, both the student teacher and supervising teacher must be willing to devote the extra time necessary for cooperative planning. Some advantages of team teaching cited are: the class benefited from the talents and abilities of more that one teacher; the student teacher benefited from the opportunity to plan and implement activities, and from the on-going experience of cooperatively discussing and planning class activities step-by-step with the supervising teacher and felt more like a co-worker than a subordinate; the team teaching

approach encouraged a more flexible grouping of pupils according to the purpose of the lesson and the student teacher could exercise more creativity in meeting the needs of smaller groups; and the student teacher gained insight from the give-and-take process experienced under cooperative planning and evaluation.

28. Wilson, Roy R. "We Formed a Vertical Team." Instructor. April 1970. 1 page.

This brief article deals with a vertical team teaching situation involving the fourth, fifth, and sixth grade levels at Hebeler School, part of the Central Washington State College Campus. Testing to determine academic and social needs of the students took place, after initial random placement of heterogeneous students. Groups were then formed. Three regular teachers, two interns, the school director and the librarian all worked together to facilitate the program. The need for vertical grouping rested on the belief that there "seemed to be real academic and social needs for children of ages nine, ten, and eleven to work together." The mind of each student should dictate what he should learn, not his grade level.

Further information may be obtained from:

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